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Compare and Contrast Your Way to Better Judgment [7th grade]

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Unit: Compare and contrast your way to better judgment
Grade: 7th

Stage 1: Desired Results

Understandings

Students will understand that...

We should evaluate of both sides of a story (or situation) before choosing which is better or worse.

Fact and opinion are both vital to choosing preference.

The choices we make have significant effects on our lives. (cause and effect)

Fables are genre of short fiction stories with inferred morals to learn from.

Essential Questions

Knowledge & Skill

How do we make logical decisions?
 Is fact or opinion more important in evaluating a situation?
 How do the choices we make impact our lives?
 What can we learn from fables (literature)?

(NEISD scope & sequence; TEKS; Core; etc.)
 Writing Portfolio Requirement (skill):
 Informative essay as compare/contrast, cause/effect, or classification (incorporates the following TEKS):

7.15(A) Write to express, discover, record, develop, reflect on ideas, and to problem solve; (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording

Comprehension (skill): 7.10 (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information; (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (I) Find similarities and differences across texts such as in treatment, scope, or organization

Literary Concepts (skill): 7.11 (C) Support responses by referring to relevant aspects of text and his/her own experience; 7.12 (F) Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo; (G) recognize and analyze story plot, setting, and problem resolution

Knowledge

Students will know:

- Fables are themed stories that explain morals/ethics
- That literature is not only entreating, but carries purposeful meanings that can affect our lives

Skills

Students will be able to:

- Identify plot, conflict, characters, and theme
- Look for literary trends in literature such as similarities and differences between texts

Stage 2: Assessment Evidence

Performance Task 1:

You are a recent high school graduate who has the whole world ahead of you. You have made a few wrong decisions in the past, but you have learned from your mistakes. Now you are ready to be independent and create a life for yourself by deciding to go to college or a trade school, join the military, or find a job to begin working right away. Write a letter to friend expressing your opinions for each of the possible career paths, the personal and financial outcomes that you predict will result of each one, and conclude with your motivation to pursue one path in particular.

Performance Task 2:

Imagine that you are a children's literature book critic and your publisher approaches you with an assignment to choose which of the two fables to put in an anthology titled "The Moral of the Story Is....." Use the information that you know about the various aspects of fables such as the characters, plot, and resolution to decide which fable you think does a better job of portraying the moral of the story in comparison to its counterpart. Then organize your information and opinion into a report format and transfer the information into a brief presentation to give in front of your publishing company's board meeting. You will choose a colleague (classmate) who has chosen the other fable, and present side by side to convince the board members (class and Ms. Gonzales) that your choice is the better of the two. Board members (class mates) will complete an approval form based on the quality of the presentation and the argument. Therefore, your goal in the presentation is to convince your fellow students that the fable you have chosen is the better story to teach the moral to younger generations.

Above assessment incorporates the evaluations of previously learned story analysis to formulate an opinion. It is both persuasive and informative. Students will self assess their own papers and peer assess the presentations.

Other evidence:

(quizzes, tests, academic prompts, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Short quizzes on each fable to check for comprehension of characters, story plot, and resolution

- Exit Slips:
 - Which character's side do you agree with and why? (The Ant and The Grasshopper)
 - Write the moral of the story in your own words. How do you think it applies to your life? Is it useful information or advice?
 - Explain which of the two versions (prose or poem) of The Ant and The Grasshopper you like better.
 - Make a list of things that you do and decisions that you make now that can have a long-term effect on your future.

- Academic Prompts (Journal Entries):
 - Tell about a time when you had to make a major decision. How did it affect you?
 - Are you a procrastinator (someone who puts something off especially out of habitual carelessness or laziness) or producer (someone who puts forth physical and mental effort to create something, cause, or give rise to)?
 - What is more important for a fulfilling life—money or relationships?
 - There is a saying that states “The best things in life are free.” Do you agree or disagree.
 - Is it better to be spontaneous or plan ahead?
 - How do you make decisions? Are there people in your life who makes decisions for you or influences what you decide? Who are those people and why do they make the decisions they do?
 - How do you prepare for the future? (Events, games, school, college, etc.) How do you handle being unprepared?

- Students Work: Story Comparisons and Presentation

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1 (T): Introduction: The students compare and contrast a passage from the Harry Potter and The Goblet of Fire book and clip from the movie on an accompanying comparison chart as a whole group. Following the compare and contrast, the students will choose the side of their preference and provide a brief explanation, as well as choose a real world topic of their own to compare and contrast. Assign Interactive Homework.

Day 2 (W): Journal: “Who makes decisions for you? Are there people in your life who makes decisions for you or influences what you decide? Who are those people and why do they make the decisions they do?” (10 min.)

Students will spend the beginning of class choosing a topic of their own interest to compare and contrast with a partner or small group such as Spurs and Mavericks or Target and Wal-mart. Students will complete a comparison chart similar to the one used in the day before that requires the student to consider similarities, differences, fact, opinion, and then conclude with a preference. (*How do we make logical decisions?*)

Day 3 (R): Journal: "Tell about a time when you had to make a major decision. How did it affect you?" (5 min.)

Students' results of interactive homework post on wall chart while other students work on a paragraph assignment. Discuss consequence of not having homework vs. having homework. Assign and discuss Performance Task 1. Exit Slip: Students brainstorm of list of things that they do now that can affect their future.

Day 4 (F): Journal: "How do you prepare for the future? (Events, games, school, college, etc.) How do you handle being unprepared?" (5-7 min.)

Students work in pairs to compare/contrast items from brainstorm about life such as saving money vs. spending money. Then write paragraph about why they made the decision to do one or the other. (*How do the choices we make impact our lives?*)

Day 5 (M): Begin class with a Venn Diagram to compare a fable, fairy tale, and myth so that students understand the genre and know what to expect. (*What is a fable?*) Highlight selected vocabulary words such as theme vs. moral and fable. Introduce a brief background of Aesop from literature book and by asking the students to call out fables that they know. Assign Performance Task 2. Remind students of Performance task daily.

Day 6 (T): Journal: Are you a procrastinator (someone who puts something off especially out of habitual carelessness or laziness) or producer (someone who puts forth physical and mental effort to create something, cause, or give rise to)? (5 Min.)

Silently and individually read "Ant and the Grasshopper." Then read poem version aloud. When complete, choose two students to "act" out the fable if time permits. Exit Slip: "Which character's side do you agree with and why?"

Day 7 (W): Comprehension Quiz. Analyze or *Dissect* "Ant and The Grasshopper" with comparison of prose and poem versions. Highlight new vocabulary terms. Exit Slip: "Which of the two versions do you like better? Which better depicts the moral?" (*What can we learn from fables?*)

Day 8 (R): Journal: "There is a saying that states "The best things in life are free." Do you agree or disagree? Explain why." (5 Min.)

Explain that modern fables are like a combination of traditional fables and short stories. Have student predict what will happen in modern fable by looking a picture on cover, Read "The Richer, Poorer" (include vocabulary) with Say Something; Analyze while reading with emphasis on answering question: *How do the choices we make impact our lives?* Exit slip: "Write the moral of the story in your own words. How do you think it applies to your life? Is it useful information or advice?"

Day 9 (F): Journal- "What is more important for a fulfilling life-money or relationships?" (5 Min.)

“The Richer/Poorer” Comprehension Quiz , Fill in Fable Comparison Chart

Day 10-14: Writing Workshop for article and presentation (Task Performance 2 Preparation and “extra days”)

Day 15: Presentations in small groups of six so that two students present while the other four students act as board members.

Unit Vocabulary Words:

Compare

Contrast

Preference

Fable

Moral

Procrastinator

Personification

Juxtapose

Self-denial

Whim

Enhanced

Frugally